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ABSTRACT

Measures of student satisfaction and other variables which are related to student reaction to their school are built into the design of this study, which hypothesizes that satisfaction will represent the students' global response to the learning environment, and that in turn, this global response will be related to certain performance characteristics. This report represents the first stage in the isolation of factors that influence satisfaction and presents a description of the indicator of student satisfaction with a listing and a brief description of the relationship between satisfaction and a set of selected variables from the survey. In general, secondary students appear to be satisfied with the structure and personnel of their schools. However, student participation in school is limited to classroom activities and students are generally powerless to change important aspects of the schools. In the area of race relations and busing, students do not perceive racial discrimination in their schools and are supportive of school and neighborhood integration. In conclusion, secondary students appear to be happy with their situation and identify areas where there should be improvement. The appendix summarizes the correlations of the various items with the measure of school satisfaction and presents a racial breakdown. (Author/AM)

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SECONDARY STUDENT ATTITUDES

AND

SATISFACTION WITH SCHOOL

A report funded by the Emergency School Aid Act

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Submitted by: The Department of Research and Evaluation
The School District of the City of Pontiac

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The Department of Research and Evaluation

Introduction

The level of student satisfaction with the school was an important variable in the conceptualization of the 1974 Survey of Pontiac Youth conducted by the Department of Research and Evaluation. In designing this study, we attempted to build in measures of student satisfaction and other variables which were related to student reaction to their schools. Our general hypothesis was that satisfaction would represent the student's global response to the learning environment and that, in turn, this global response would be related to certain performance characteristics. We reasoned that if we could isolate those factors which were associated with student satisfaction, the data we generated would yield valuable information for policy decisions designed to increase levels of satisfaction and student performance. This report represents the first stage in our isolation of factors that influence satisfaction.* We will present below a description of our indicator of student satisfaction and a listing and brief description of the relationship between satisfaction and a set of selected variables from the survey. The reader should bear in mind that correlation does not indicate cause and that bivariate analyses may not reveal multivariate relationships. Additional and more sophisticated analyses are necessary before policy implications can be derived from these data.

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* This report focuses only on a set of selected variables and will not present information on all the questions asked of our respondents. If the reader is interested in information obtained from questions not reported here, such data are available upon request

Population and sample composition

The population for the 1974 survey of secondary student attitudes consisted of all xtudents enrolled in junior and senior high schools in the school district of the City of Pontiac at the end of Fall semester of the 1973-74 academic year. Those students who had dropped and those who were in special programs were eliminated from the Student Enrollment Audit Report for the first semester. A systematic sample was then drawn from this list. (See Table 1). Questionnaires were sucessfully administered to 81.5 per cent of the sample.

Comparison of the completed sample and the population shows that junior high students are slightly overrepresented and senior high schoolers slightly underrepresented in our sample. However, this difference was not found to be significant ($X^2 = 2.39$, $df = 1$).

TABLE 1

SAMPLE DESIGN--PONTIAC SECONDARY STUDENT ATTITUDE SURVEY 1974

	Population Composition			Sample Composition			Interviewed Population Composition		
	* No. of Students	% of Student Sub-total	% of Student Total	No. of Students	% of Student Sub-total	% of Student Total	Population Total	% of Population Sub-total	% of Population Total
TOTAL STUDENTS (Combined Jr./Sr. High)	7632		99.9	314		100.1	256		100.0
TOTAL SENIOR HIGH	3233	100.0	42.3	125	100.0	39.7	96	100.0	37.5
Pontiac Central	1793	55.5	23.5	75	60.0	23.8	51	53.1	19.9
Pontiac Northern	1440	44.5	18.9	50	40.0	15.9	45	46.9	17.6
TOTAL JUNIOR HIGH	4399	100.1	57.6	189	100.0	60.2	160	100.0	62.5
Jefferson	663	15.1	8.7	29	15.3	9.2	32	20.0	12.5
Madison	873	19.8	11.4	38	20.1	12.1	25	15.6	9.8
Eastern	797	18.1	10.4	35	18.5	11.4	29	18.1	11.3
Washington	694	15.8	9.1	30	15.9	9.6	22	13.8	8.6
Kennedy	793	18.1	10.4	34	18.0	10.8	31	19.4	12.1
Lincoln	579	13.2	7.6	23	12.2	7.3	21	13.1	8.2

* This total represents all students listed in the Student Enrollment Audit Report of 25 January, 1974, not in special programs.

f = .041 81.5% completion

Overview of findings

1. Students of both races generally view their experience in school as a good one and describe themselves as happy at school.

2. Virtually all students view grades as important to their own satisfaction and to the kind of jobs they hope to get. Black students tend to place greater importance on grades than do whites.

3. About half of the secondary students see the rules which govern them as making sense. Considerably more blacks than whites find school rules hard to understand. Few students feel there is an opportunity to change things at school.

4. A majority of students report that they take part in no after-school activities but at least half find no fault with the after-school activities offered at their school. Blacks are slightly more likely than whites to participate in non-classroom activities but do not evaluate these programs differently from whites.

5. Half of the secondary students in our survey claim to have taken at least one serious complaint to a school adult. Generally students do not see lodging complaints with school adults as effective in changing the situation for the better. However, they do not seem to see complaining as putting themselves personally at risk.

6. Taken all-in-all, secondary students rate most of their teachers favorably. Most view the majority of their teachers as personable, well-acquainted with their subject matter, responsive to student inquiries, and respectful of other races. Fewer teachers are seen as providers of relevant information, accessible or interesting to listen to.

7. A slight majority of secondary students rate school performance high in teaching them to think for themselves, to give basic skills,and to understand and get along with people of different races and cultures. Schools are seen as doing less in all other areas and least in preparing students to get along in a fast changing world, in discovering and enhancing creative abilities and in enabling them to become leaders.

8. Most students would like the schools to be doing more in all the areas we presented for rating. The areas of greatest student desire are preparation for jobs, "getting ahead," and becoming a better person.

9. Secondary students seem ambivalent about the future value of their education. Slightly less than half of all students see no relationship between going to school and what they think they will be doing ten years hence. Fully two-thirds of students, however, agree that the more education one has the more he will enjoy life.

10. In general, secondary students are not aware of racial discrimination in the schools. Most students believe that students are not treated better because of race or ethnic background. Among the minority who do perceive preferential treatment, the favorable treatment is seen as directed toward members of the opposite race.

11. Secondary students rate the manifest components of inter-racial relationships more positively than the latent elements. Students are less likely to see blacks and whites frequently fighting each other, usually fearful of each other, generally avoiding each other,along the manifest dimension; they are more likely to see lack of understanding, suspiciousness and distrust as usually characterizing black-white relations. In this area,

blacks are more likely to have favorable views of school race relations and to be more optimistic about the future of student race relations.

12. A majority of Pontiac secondary students express positive attitudes towards civil rights. Most support integration of both schools and neighborhoods. However, support for integration is much stronger among black students than among white students.

13. A majority of students think the busing plan worked well or, at least, adequately last year. When asked to evaluate the effects of the busing plan, student opinion is more divided. Not many students see busing as providing a better education but, at the same time, few see busing as lowering educational standards. Likewise, although students are evenly divided about how helpful busing is to their education, a majority do not think that their schooling will be hurt. Finally, secondary students think that busing will increase understanding among races but also cause more fights. On all these items, blacks are more supportive of the busing plan than whites.

14. When the attitudes of secondary student on these various issues are examined with respect to their satisfaction with school, several emerge as correlates. The diversity of content among these correlates seems to indicate that student satisfaction with school is not unidimensional but may involve diverse factors. All these factors must be taken into account in attempting to explain how students experience their schools.

Indicator of satisfaction

Two levels of concern arise immediately where satisfaction is suggested as a variable to be considered in the attempt to understand student reaction to a learning environment. First and most generally, the importance of such a variable for predicting what a student learns can be questioned. This is, of course, an empirical question and the ultimate product of our analyses of these data will address it directly. For the time being, we simply assume (on fairly good evidence from other research) that satisfaction and performance are related. Second, and more practically, there is the issue of which indicator of satisfaction to use. Clearly there are several. For examples, low rates of absenteeism or high levels of attention in class might be considered a measure of satisfaction. These measures have much to recommend them since they could be obtained by third-party observation and would not rely on respondent self reports. However, collecting such data exceed the design limitations of our research, and we are limited to information collected using a survey instrument. These questions were included which, on face validity, relate to student satisfaction.

Students were asked to describe their experience at school (see Table 2.A). About one-in-ten (11.8 per cent) said their experience was a very good one; another third (33.7 per cent) said it was a good one; four-in-ten (42.7 per cent) rate their experience as so-so; and less than one-in-ten said their experience was bad (4.1 per cent) or very bad (2.0 per cent). Using this question as an indicator, we can see that students are a fairly satisfied group.

We also asked students to tell us how happy they were at school (see Table 2.B). Although less than one-tenth (7.2 per cent) said they were "very happy," well over half (57.8 per cent) of secondary students said they were "pretty happy"

with school. However, about a third (34.9 per cent) claimed they were "not too happy." A clear majority of secondary students would seem not too dissatisfied with school.

Finally students were asked to rate their present school in comparison to their previous school. Only one-third (33.3 per cent) claim they were happier at their former schools; about the same number (29.2 per cent) are happier now; and slightly more (37.5 per cent) are about as happy as they were before. Black secondary students are more likely to be happier now and to have been happier before; whites are more likely to have remained the same.

For this discussion, we have selected the first question above as our indicator of school satisfaction. In the following report, we will discuss the relationship between the variables we present and this indicator of satisfaction. We leave for future analysis (not reported here) a more systematic treatment of the validity of this measure. At this point we simply note that responses to these three questions are correlated with each other and that we have chosen general experience as our summary satisfaction measure.

Table 2 Secondary Student Satisfaction With School Experience By Race

A "In general, how would you describe your own experience at this school?" (q. 37)

	WHITE	BLACK	TOTAL*
My own experience here has been:			
A very good one	11.5%	12.0%	11.8%
A good one	29.5	38.0	33.7
So-so-neither good nor bad	45.1	40.0	42.7
A bad one	7.4	1.0	4.1
A very bad one	2.5	2.0	2.0
I don't know how to describe my school experience	4.1	7.0	5.7
Total Per Cent	100.1%	100.0%	100.0%
Number	(122)	(100)	(246)

B "Taken all together, how would you say things are going at school these days - would you say that you are very happy with school, pretty happy with school, or not too happy with school?" (q. 18)

	WHITE	BLACK	TOTAL*
Very happy	6.5	5.9	7.2
Pretty happy	59.7	58.4	57.8
Not too happy	33.9	35.6	34.9
Total Per Cent	100.1%	99.9%	99.9%
Number	(124)	(101)	(249)

C "How were things at the school you attended before? Were you happier at school then, about as happy as you are now, or not as happy as now? (q. 19)

	WHITE	BLACK	TOTAL*
Happier then	36.9	42.2	33.3
Happier now	18.9	26.5	29.2
About the same	44.3	31.4	37.5
Total Per Cent	100.1%	100.1%	100.0%
Number	(122)	(102)	(248)

* Includes 24 Latinos

Grades in school

Respondents were asked to report what were their final grades in schcol last year. Table 3 . A reports this distribution. One-tenth (10.8 per cent) reported they received "Mostly A's;" about half (50.8 per cent) reported receiving "Mostly B's;" about a third (34.5 per cent) said their grades were "Mostly C's;" and less than one-twentieth (4.4 per cent) reported mostly D's or E's. In total, our respondents report a 2.66 G.P.A. for the 1972-73 academic year. White respondents report a higher G.P.A. (2.81) than do our black respondents (2.57). It must be noted that these are self-reports and have not been verified by comparison with official transcripts. We interpret these self reports, however, as valid indicators of the student's perception of his performance at school.

Our interest was to collect information on the perceived importance of grades. To do so, we asked respondents to rate the importance of grades on two dimensions: personal satisfaction and future career.

Almost all secondary students (91.8 per cent) rate grades as important factors in their own satisfaction and six-in-ten (61.2 per cent) rate marks as very important. Less than one-in-ten (8.3 per cent) attribute little or no importance to grades. Table 3 .B presents the distribution of these responses. More black students (69.7 per cent) say that grades are "very important" but clear majorities in both racial subgroups see grades as important for personal satisfaction.

Students also see grades as important to "The kind of job they want to get." Table 3 .C shows that more than 60 per cent (64.0 per cent) say grades are "Very important;" almost one-quarter (23.2 per cent) say they are "important;" one-in-ten (10.1 per cent) claim grades are "Not too important;" and less than one-in-twenty (2.6 per cent) believe that grades are not important at all. Black students

(92.8 per cent) are slightly more likely to see grades as important than white students (84.1 per cent).

In summary, secondary students seem to see grades as factors both in their own personal satisfaction and in their ability to get the kind of jobs they want in the future. Moreover, all three of these variables are significantly related to student satisfaction. Students who say they received good grades last year are more likely to view school favorably (r= .18). In addition, those students who see grades as having some importance beyond only immediate school demands are also more likely to be satisfied with school: those who feel that grades are important for their own satisfaction (r= .31) and those who think good grades will be useful in future jobs (r= .26).

TABLE 3 SECONDARY STUDENT PERCEPTIONS OF GRADES AND THEIR IMPORTANCE BY RACE

A. "Which of the following best describes your final grades in school last year? (Q 7)

	WHITE	BLACK	TOTAL*
Mostly A's	16.4%	6.8%	10.8%
Mostly B's	51.6	49.5	50.2
Mostly C's	28.7	38.8	34.5
Mostly D's	1.6	3.9	2.8
Mostly E's	1.6	1.0	1.6
TOTAL PER CENT	99.9%	100.0%	99.9%
(NUMBER)	(122)	(103)	(249)

B. "How important would you say getting good grades was to your <u>own</u> satisfaction?" (Q 31)

	WHITE	BLACK	TOTAL*
Very important	56.2%	69.7%	61.2%
Important	31.4	27.3	30.6
Not too important	9.9	3.0	6.6
Not important at all	2.5	0.0	1.7
TOTAL PER CENT	100.0%	100.0%	100.1%
(NUMBER)	(121)	(99)	(242)

C. "How important are good grades to the kind of job you want to get?" (Q 32)

	WHITE	BLACK	TOTAL*
Very important	57.9%	71.4%	64.0%
Important	26.2	21.4	23.2
Not too important	13.1	5.1	10.1
Not important at all	2.8	2.0	2.6
TOTAL PER CENT	100.0%	99.9%	99.9%
(NUMBER)	(107)	(98)	(228)

* INCLUDES 24 LATINOS

School environment - responsiveness to students

Since schools are formal organizations with hierarchical structures and students are at the bottom of the hierarchy, we attempted to isolate student attitudes about the formal organization of the schools. We approached this issue by asking respondents their opinions under two sets of conditions: the students' position in the normal course of the school and their assessment of unusual situations which warrant complaints.

First, respondents were asked to react to a statement about school rules: "The rules for students make no sense to me." This question was worded negatively so that the reluctance of respondents to put themselves at risk would be reduced. That is, we reasoned that by providing a negative foil we would appear more accepting of a negative response. Table 4 A indicates that substantial proportions of students (16.5 per cent) responded they were "Not sure." This relatively large percentage declining to answer may indicate that we were not entirely successful in reducing the perceived risk of being critical. When these "Not sures" are removed, we notice that of all students less than three in five (58.0 per cent) disagree, that is, indicate that rules for students do make sense. When racial sub-groups are examined, we find that two-thirds (67.0 per cent) of white students see rules making sense whereas rules make sense to only about half (47.7 per cent) of black students. Therefore, it seems that a sizeable minority of students see no sense to student rules and the members of this minority are more likely to be black.

Given that rules are not seen as sensible by all students, how do respondents rate the chances of improving conditions? Respondents were asked whether they agreed with the statement, "Students have a chance to change things at this

school." In total, almost one-fifth (19.6 per cent) could neither agree nor disagree. Again we cannot say with certainty why there are so many "Not sures" in response to this question. One possibility may be that many students have never tried to change things and therefore really cannot evaluate their chances. In any case, all we can do at this point is report the high numbers of "Not sures" and await the results of future analyses. Only slightly more than one-third (36.8 per cent) of those students who do offer a definite answer are sanguine about students' ability to effect change. Two-thirds (63.2 per cent) do not think that students have much of a chance to change things. This distribution is constant across racial subgroups. (See Table 4.B).

On the somewhat limited basis of these two questions, then, we see a picture of students seeing themselves subject to rules that generally make sense to them but helpless to change conditions in any case. Student reactions to rules are significantly related to their satisfaction with school. Students who think the rules make no sense are much more likely to find their experience at school unsatisfactory (r=.20); likewise those who feel that they can change the situation at school are much more likely to see school as a rewarding experience (r= -.14). Therefore, the degree of responsiveness which students perceive does seem directly related to their satisfaction with school.

Table 4 SECONDARY STUDENT ATTITUDES ABOUT SCHOOL STRUCTURE BY RACE

A. "The rules for students make no sense to me." (Q. 16.E)

	WHITE	BLACK	TOTAL*
I'd agree with that	27.4%	45.0%	35.1%
I'd disagree with that	55.6	41.0	48.4
I'm not sure	16.9	14.0	16.5
Total Per Cent	99.9%	100.0%	100.0%
(Number)	(124)	(100)	(248)

B. "Students have a chance to change things at this school." (Q. 16.G)

	WHITE	BLACK	TOTAL*
I'd agree with that	29.8%	32.4%	29.6%
I'd disagree with that	49.2	54.9	50.8
I'm not sure	21.0	12.7	19.6
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(124)	(102)	(250)

* Includes 24 Latinos

Extra-curricular activities

All student activity in school doesn't take place in the classroom. Many important learning experiences are offered by schools in the form of extra-curricular activities. In this section, we will examine the extent of student participation in these activities and report their evaluations of opportunity for non-classroom experiences.

Almost two-thirds (64.3 per cent) of all students report that they take part in no extra-curricular activity, almost one-fourth (22.5 per cent) say they are involved in only one activity; and slightly more than one-tenth (13.2 per cent) are active in two or more. (See Table 5 .A). In general, it seems that the majority of secondary students in the Pontiac school confine their school activity to the classroom. However, there are differences in the levels of activity of whites and blacks. Whereas close to three-quarters (70.2 per cent) of whites say they do not participate, only about a half (52.5 per cent) of blacks are not active. Moreover, blacks (20.8 per cent) are more than twice as likely as whites (8.0 per cent) to participate in two or more extra-curricular activities. Therefore, although secondary students appear generally apathetic toward non-classroom activities, blacks seem to be considerably less apathetic than whites.

The differences in levels of participation in extra-curricular activities are partially reflected in student evaluations of these activities. We asked our respondents to evaluate "extra-curricular activities" and athletics separately since the skills and interest associated with the former may be considerably different from those associated with the latter.

First, we note in Table 5 .B, that almost a quarter (23.7 per cent) of students do not state an opinion with regard to extra-curricular activities. We see, however, that a smaller percentage of blacks (17.6 per cent) than whites (27.6 per cent) fall into the "Not sure" category. This may reflect the higher levels of participation of blacks in extra-curricular activities. When we eliminate those students who do not express an opinion, about two-thirds (65.3 per cent) agree that "there are plenty of extra-curricular activities." It would seem that the relatively low levels of participation are not related to any perceived lack of opportunity.

Second, as was the case above, almost one-fourth (23.5 per cent) of our respondents do not express an opinion about the schools' athletic program. We do not find in Table 5 .C the same pattern of racial differences. Whites are about as likely as blacks to be satisfied with the adequacy of the athletic program. Again, eliminating the "Not sure's," about two-thirds (64.0 per cent) express the opinion that the athletic program is adequate.

In terms of student satisfaction, neither attitudes about extra-curricular activities ($r = -.02$) nor attitudes about the athletic program ($r = -.09$) are significantly related to student evaluation of the experience of school.

TABLE 5

SECONDARY STUDENT PERCEPTIONS OF

EXTRACURRICULAR ACTIVITIES BY RACE

A. "Do you take part in any after school activities at this school?" (Q.10)

	WHITE	BLACK	TOTAL*
No, none	70.2%	52.5%	64.3%
Yes, in one	21.8	26.7	22.5
Yes, in two	4.8	12.9	8.4
Yes, in more than two	3.2	7.9	4.8
TOTAL PER CENT	100.0%	100.0%	100.0%
(NUMBER)	(124)	(101)	(249)

B. There are plenty of extracurricular activities" (Q.16 b)

	WHITE	BLACK	TOTAL*
I'd agree with that	49.6%	52.9%	49.8%
I'd disagree with that	22.8	29.4	26.5
I'm not sure	27.6	17.6	23.7
TOTAL PER CENT	100.0%	99.9%	100.0%
(NUMBER)	(123)	(102)	(249)

C. There is enough variety in the athletic program." (Q 16. f)

	WHITE	BLACK	TOTAL*
I'd agree with that	47.2%	49.5%	49.0%
I'd disagree with that	30.1	26.7	27.5
I'm not sure	22.8	23.8	23.5
TOTAL PER CENT	100.1%	100.0%	100.0%
(NUMBER)	(123)	(101)	(247)

* INCLUDES 24 LATINOS

Perceived responsiveness of school adults

Important sources of student impressions about the educational institution are the representatives of that institution, namely, school personnel. We shall describe in this section the attitudes of secondary students toward "school adults." In this series of questions, we attempted to specify contact in a way which eliminated casual encounters. Our interest was in determining the extent to which students perceived school adults as resource people and their reactions to student problems. Therefore, this series of questions all deal with "complaints."

Almost half (45.9 per cent) of all secondary students say they have never "talked with school adults about a serious complaint;" about as many (45.5 per cent) say they have talked with school adults "once or twice;" and, fewer than one-in-ten (8.5 per cent) claim they "often" discuss complaints with school adults. (See Table 6 .A). Blacks are slightly more likely than whites to have frequent contact and no contact. Almost half (48.5 per cent) of blacks say they never talk with school adults as opposed to two-fifths (41.5 per cent) of whites; blacks (11.1 per cent) are almost twice as likely as whites (6.5 per cent) to say they often discuss serious complaints. In general, it seems that about half of all secondary students report that they have approached school adults about some problem. The remaining questions in this series address student reactions to these approaches.

We first asked secondary students, "If you had a serious complaint about something at your school, do you think you could get school adults to do something about it by talking to them?" Table 6.B shows that a third (34.1 per cent) of our respondents were "not sure" whether they could or not. Here again interpretation of this sizeable percentage of "undecideds" is not straightforward.

If the number of students who do not think they can influence school adults by talking to them and the number of those who do not express an opinion are indicators of lack of confidence in school authorities, school adults are only seen as approachable by slightly more than a third (37.0 per cent) of secondary students. However, failure to express an opinion may also reflect individual characteristics. For example, a student may feel he could not talk to a "school adult" about anything, much less a "complaint." We cannot at this stage of the analysis say how these "not sures" are to be counted. But even excluding them, we find that only slightly more than half (56.2 per cent) of our respondents say that they think school adults are responsive to student input. Black students appear only very slightly more sanguine than white students in this regard.

In addition to probing students' general perceptions of the responsiveness of school adults, we also attempted to isolate those factors which might contribute to their evaluations of authorities in school. We selected two such elements: respondents' rating of the reaction of school adults to their having raised a complaint and their evaluation of the actual outcome of the complaint. High percentages of students responded "I'm not sure" to both these questions (Table 6.C and D). Having noted that about a third (30.1 per cent and 33.3 per cent on the respective questions) of our respondents were unable to express a definite opinion and bearing in mind the various possible interpretations of these "not sure's," we will exclude them from our discussion. Almost two thirds (64.0 per cent) of all students say they would be treated the same (re-percentaged excluding "I'm not sure" responses from base) even if they did voice serious complaint; about one-fifth (19.8 per cent) said they would be "given a harder time;" and about 3 in 20 (16.3 per cent) thought they would be treated "a little better." Black students are more likely to see some change

in behavior toward them after complaining than are white students. Seven out of ten (70.2 per cent) of white students say they would be "treated the same" as opposed to less than six out of ten (57.1 per cent) of blacks. Moreover, although about the same percentage of black (17.1 per cent) and white students (20.2 per cent) say they would be "given a harder time," blacks (25.7 per cent) are almost three times as likely as whites (9.5 per cent) to say they would receive better treatment. Therefore, it seems a sizeable majority of secondary students do not see an element of personal risk in approaching school adults with complaints.

Finally, students may be willing to talk to school adults about serious complaints only if such an action is perceived by them to have a reasonable chance to ameliorate the situation about which they are complaining. In short, students may do a cost-benefit analysis to determine if the effort is worth it. We asked students, "If you tried to talk to school adults about a serious complaint, would things get better, get worse, or stay the same?" Table 6.E presents the distribution of responses. What is most striking is the extremely high percentage of black students who do not express an opinion. Almost half (43.0 per cent) are unable to say what the outcome of a complaint would be. Relatively small percentages in the total group (9.8 per cent) and among whites (15.7 per cent) and blacks (3.5 per cent) see the situation worsening as a result of complaints. Although whites are much more likely than blacks to say that complaints make conditions worse, in general most students indicate that complaints will not change things. Blacks seem to be more optimistic than whites about the efficacy of speaking to school adults: almost half (45.6 per cent) of blacks say that conditions will improve as opposed to about one quarter (25.8 per cent) of whites. However, our optimistic interpretation must be tempered by the large number of "not sure's" especially among black students.

Student satisfaction is not at all related to the number of times they have talked with school adults about a serious complaint (r= -.01) but the perception that things get better after complaints are made is significantly related to their attitude toward school (r= .24). To this extent, then, the responsiveness of school adults is a factor in student satisfaction.

Table 6 SECONDARY STUDENT PERCEPTIONS OF RESPONSIVENESS OF SCHOOL ADULTS BY RACE

A. "Have you ever talked with school adults about a previous complaint?" (Q. 28)

	WHITE	BLACK	TOTAL*
Yes, often	6.5%	11.1%	8.5%
Yes, once or twice	52.0	40.4	45.5
No, never	41.5	48.5	45.9
Total Per Cent	100.0%	100.0%	99.9%
(Number)	(123)	(99)	(246)

B. "If you had a serious complaint about something at your school, do you think you could get school adults to do something about it by talking to them?" (Q. 25)

	WHITE	BLACK	TOTAL*
Yes, I could	38.2%	37.4%	37.0%
No, I couldn't	32.5	26.3	28.9
I'm not sure	29.3	36.4	34.1
Total Per Cent	100.0%	100.1%	100.0%
(Number)	(123)	(99)	(246)

C. "If you took a serious complaint to school adults, do you think that most likely you would be given a harder time than other students, would be treated about the same, or would be treated a little better than most students?" (Q. 26)

	WHITE	BLACK	TOTAL*
Given a harder time	13.9%	12.0%	13.8%
Treated about the same	48.4	40.0	44.7
Treated a little better	6.6	18.0	11.4
I'm not sure	31.1	30.0	30.1
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(122)	(100)	(246)

D. "If you tried to talk to school adults about a serious complaint, would things get better, get worse or stay the same?" (Q. 27)

	WHITE	BLACK	TOTAL*
Get better	18.7%	26.0%	22.0%
Get worse	11.4	2.0	6.5
Stay the same	42.3	29.0	38.2
I'm not sure	27.6	43.0	33.3
Total Per Cent	99.9%	100.0%	100.0%
(Number	(123)	(100)	(246)

* Includes 24 Latinos

Student social relationships during school

In addition to providing a learning environment for students, schools also create a social environment for students. Their peers in school are a potential pool of friends. We asked secondary students about two aspects of their peer relationships in school: the chance they had to make new friends and the chance they had to socialize with current friends. Although these items may seem to be related, we have separated them and the data indicate these aspects are independent. (The zero-order correlation coefficient between these items is only .101 which is not significantly different from 0.)

Table 7.A indicates that virtually all students think that they have a chance to meet and make new friends at school. When "Not sure's" are excluded, 89 per cent of secondary students say they can make friends at school and a similarly high percentage appears both among whites (90.2 per cent) and among blacks (87.8 per cent). It seems that students see school as a place to meet and make new friends.

A different picture emerges, however, when respondents were asked if they had a chance to meet with their friends during the school day. Only about half (48.3 per cent) disagreed with the statement that "there is no time in the school day to meet with my friends." (See Table 7.B) In the total group, then, one out of every two find no opportunity to socialize. However, there are great differences among students in different racial groups. About six-in-ten (61.3 per cent) of white students agree that there is no opportunity to socialise whereas only about four-in-ten (39.2 per cent) of black students agree. We cannot determine the reasons for this disparity but they may involve differing definitions of socializing among the racial subpopulations. In any case, there is a marked difference between black and white perceptions on this issue.

In examining these two aspects of student socializing, we notice that there is a much stronger perception of the chance to meet and make new friends than there is of the chance to meet with old ones. What this pattern may indicate is that fellow students are selected as friends but contact is carried on outside of school hours. Some support for this interpretation is found in the student reports of the composition of their friendship groups. Respondents were first asked if they "usually go around with a large group of friends, with one or two close friends or did (they) stay pretty much to (themselves)." Only about one-tenth (11.7 per cent) said that they did not have at least one or two friends. Everyone who answered that they had a "large group" or "one or two close friends" were asked where they met their friends. Table 7.C shows that only about one-fifth (21.1 per cent) say their friends are exclusively from their neighborhoods; about one-fourth (28.9 per cent) say their friends are exclusively from school, and the most common pattern (50.0 per cent) is to find friends in both school and neighborhood. Although these data do not directly address the way in which students socialize, they do indicate the importance of school peers as a pool of potential friends.

A final question deals with the perception which the student has of his/her position in the hierarchy of student social life. Respondents were asked if they were "part of the leading crowd" at their school. Less than a third (30.6 per cent) claim to be in the leading crowd. (See Table 7.D.) However, black students (37.5 per cent) are more likely to claim membership than are white students (27.0 per cent).

The chance to meet and make new friends at school is not related significantly to satisfaction with school ($r = -.07$). However, opportunity to socialize

and position in peer hierarchy are correlated at high levels with satisfaction. Students who think that there is time to meet with their friends during the school day are much more likely to be happy at school (r=.27). Interestingly, those students who are not, in their perceptions, part of the "leading crowd" are more likely to find the school experience pleasant (r= -.17). Therefore, student perceptions of social relationships at school do seem important factors in understanding their satisfaction.

Table 7 SECONDARY STUDENT PERCEPTIONS OF SOCIAL RELATIONS BY RACE

A. "At school I have a chance to meet and make new friends." (Q. 16.D)

	WHITE	BLACK	TOTAL*
I'd agree with that	89.5%	85.3%	87.2%
I'd disagree with that	9.7	11.8	10.8
I'm not sure	.8	2.9	2.0
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(124)	(102)	(250)

B. "There is no time in school day to meet with my friends." (Q. 16.H)

	WHITE	BLACK	TOTAL*
I'd agree with that	58.9%	37.3%	48.8%
I'd disagree with that	37.1	57.8	45.6
I'm not sure	4.0	4.9	5.6
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(124)	(102)	(250)

C. "Are the friends you go around with mostly from your school or your neighborhood?" (Q. 34.A)

	WHITE	BLACK	TOTAL*
Mostly from my school	28.2%	28.4%	28.9%
Mostly from my neighborhood	20.4	22.2	21.1
Some from my school, some from my neighborhood	51.5	49.4	50.0
Total Per Cent	99.9%	100.0%	100.0%
(Number)	(103	(81)	(204)

D. "Would you say you were part of the leading crowd in your school?" (Q.33)

	WHITE	BLACK	TOTAL*
Yes	27.0%	37.5%	30.6%
No	73.0	62.5	69.4
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(115)	(96)	(232)

* Includes 24 Latinos

Student evaluation of teachers

This section presents an overview of how students evaluate their teachers. Where possible, items were phrased to indicate to the respondents that it was the student's own relationship with teachers which was at issue. For example, students were asked "How many teachers are willing to listen to my ideas?"

All respondents in this study are in departmentalized secondary schools. Therefore they were asked to circle the number of their teachers whom they perceived as exhibiting the behavior shown in each item. Respondents were allowed to circle from "0" to "5 or more" teachers for each item. "Don't know" was not included among available responses. The number of students failing to respond to an item of this question ranged from seven to twelve. Student choice of three or more teachers was selected as a cutoff point to indicate perceived usual behavior of a majority of each student's teachers. These figures are shown in Table 8.

The first three items shown in Table 8 deal generally with the quality of student-teacher social relationships. Students were asked how many teachers "are friendly to me." Above three-fourths of all students (78.4 per cent) responded that the majority of their teachers are personally friendly to them. This proportion was slightly higher among black students (81.2 per cent) than among white students (75.3 per cent). Under three per cent of the total sample indicated that none of their teachers are friendly (data not shown). In general, secondary students perceive their teachers as friendly. We note that the number of teachers who are friendly to the student is a significant correlate of student satisfaction with school (r= -.20).

Social relationships between students and teachers, no matter how friendly, seem confined to class hours. Only forty per cent of respondents state that three or more of their teachers "sometimes meet with students outside of class." Again black students (43.6 per cent) are slightly more likely than white students (37.5 per cent) to say they meet more than three of their teachers. One quarter of all students say none of their teachers see students outside of class and close to another quarter (21.8 per cent) say only one does so (data not shown). These responses may reflect the structural difficulties of meeting outside class for both teacher and student, including factors such as bus schedules, distances involved, numbers of students doing part-time or full-time work in addition to school, and the generally low level of involvement in extra-curricular activities. However, contact with teachers outside of class is not significantly correlated with student satisfaction.

When asked whether their teachers respected and got along with students of different races, about the same percentages of black (77.0 per cent) and white (76.2 per cent) students responded that the majority of teachers display such behavior toward students. The fact that a majority of students do not perceive their teachers as exhibiting prejudicial behavior and do consider them personally friendly is an encouraging finding. At the same time, this finding must be placed in context with other findings of this survey, and of contemporary community and staff surveys, which indicate a lingering feeling among many blacks that whites get preferred treatment, and among whites, that blacks get preferred treatment. Further exploration of possible sources for this feeling is necessary. It must also be noted that there is a substantial minority of students, both black and white, who believe only two or fewer of their teachers respect and get along with students of different races. Close to one of four students (among whites 23.8 per cent; among blacks 23.0 per cent) is of the opinion that most teachers do not treat students with

respect and over seven per cent of all students believe none of their teachers get along with students of different races (data not shown). This becomes more important when we realize that the number of teachers who do display respect is significantly related to student satisfaction (r= -.25).

The next group of items moves into the cognitive realm. These items seek to determine whether students perceive their teachers as accurate and important sources of knowledge and information, both in and out of the classroom setting. In the former, within the classroom context, teachers are seen as knowledgeable by most of their students. In the latter case, students rate their teachers as poor providers of information which helps them to get along in the world.

Sixty-three per cent (63.0 per cent) of black students and a somewhat higher percentage of white students (71.5 per cent) believe the majority of teachers give them accurate information and correct answers to questions in class. Even more students are willing to state that most of their teachers "really know what they are talking about." About seventy-three per cent of both black and white students agree with this statement. While the majority of students respect their teachers' fund of knowledge, attention must be paid to the very sizeable minority of students who apparently do not share this opinion. More than one in four of all students, evenly distributed among black and white (data not shown), believe fewer than half their teachers know what they're talking about and impart accurate information.

Substantially fewer students believe they are taught things which help them to get along in the world. Just over half of both black and white student consider their teachers generally valuable in this regard, although another third (34.3 per cent) have only one or two teachers whom they would characterize as helpful (data not shown). The training which students feel is lacking may encompass career, interpersonal, and family life areas: we cannot say on the

basis of this one item. It does seem clear, however, that many students do not consider their teachers as adult role models for their lives outside of the school and/or in the future. Although accuracy of information does not seem to be associated with student satisfaction, teachers knowing what they are talking about (r= -.20) and teaching things which are helpful in the world (r= -.19) are significant satisfaction correlates.

The next four items are related to those discussed above, but also touch on teaching skills, methods and classroom organization. Students were asked if their teachers were sending "clear signals," responding to questions, and maintaining a high interest level in the classroom. Responses to these items present a somewhat mixed picture.

Getting answers when they ask questions, certainly an indispensable part of the teaching-learning process, receives the highest degree of student ratings. Three-fourths of white students (75.6 per cent) and just over two-thirds of black students (68.6 per cent) agree that the majority of their teachers answer any questions they may ask. One-fourth of white students (24.4 per cent) and about one-third of black students (31.3 per cent) feel this is usually not the case (data not shown).

Students are much less likely to feel their teachers are "interesting to listen to." Less than half of the students surveyed (47.1 per cent) find the classroom stimulating. Black students (50.0 per cent) are somewhat more apt to feel their teachers are interesting than are white students (43.6 per cent). Students are selective in their responses: over one in five students (22.5 per cent) has one teacher he/she finds interesting to listen to, and only one in ten (10.2) finds none of them interesting (data not shown).

Clarity in instruction and direction are given higher ratings by students. Nearly equal percentages of black (56.0 per cent) and white (58.5 per cent) students state that their teachers explain things clearly so they can understand. Two-thirds of students (66.8 per cent) say most of their teachers are clear about what they expect in tests and assignments. Being interesting to listen to (r= -.29), answering questions (r= -.13), and offering understandable explanations (r= -.22) are three characteristics of teachers which are important correlates of student satisfaction with schools.

Two items were used to gauge the degree of active student participation in classroom discussion and the perceived openness of the teacher to student opinion. It is noteworthy that there are no significant differences of opinion between black and white students in these two items. Just over half (53.0 per cent) of students perceive that most of their teachers are willing to listen to their ideas. Again, students are selective in their responses: only eight per cent (8.0 per cent) claim no one will listen to them and near forty per cent (39.0 per cent) choose one or two teachers as receptive (data not shown). Also, most students would agree that generally teachers do not get upset if presented with opinions different from their own, although there is a sizeable minority who do not concur. Nearly a third of students (28.8 per cent) believe most of their teachers would get upset if the student disagreed with them. Another third (31.7 per cent) believe it would never happen and the largest percentage (39.4 per cent) think it would happen with only one or two of their teachers. How students view their school experience is significantly related to both teacher toleration of disagreement (r= .12) and willingness to listen to students (r= -.21).

Responses to the above two items suggest a fairly open and tolerant atmosphere, but with room for improvement. The last two items, discussed below, deal with classroom management and order, and, indirectly, with perceived student behavior.

A majority of students (59.1 per cent) consider most of their teachers "in charge" of the classroom and seldom having trouble. Over a quarter (27.0 per cent) believe this characterizes only one or none of their teachers (data not shown). However, only about three out of ten (28.7 per cent) think their teachers usually spend a lot of class time "making kids behave." Being in charge of the class is a teacher characteristic which is a factor in student satisfaction ($r = -.23$).

The picture that emerges from all these items suggests that, as groups, black and white students are very much alike in their evaluation of teachers. While there are percentage differences in some of the responses, none of these differences reach the level of statistical significance. This pattern was found in the 1973 survey of Pontiac secondary students * as well.

Favorable opinions on most characteristics of teachers are strong correlates of student satisfaction with school. We find in this section that student opinion is generally favorable, with some areas in need of attention. A majority of teachers seem acceptable to students on a number of important dimensions. Many students, however, find their courses uninteresting

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* ATTITUDES OF PONTIAC SECONDARY SCHOOL STUDENTS: THE SECOND YEAR OF DESEGREGATED EDUCATION. Department of Research and Development, School District of the city of Pontiac. (Oct. 12, 1973) (MIMEO), pp 33-40.

and what they learn unrelated to their future lives. However, the absence of consistent differences among racial subgroups in the secondary student population may be an encouraging sign of the ability of the schools to address both these groups equally.

Table 8 EVALUATION OF TEACHERS BY SECONDARY STUDENTS BY RACE

"Here are some statements about teachers. For how many of the teachers you have now are these statements true?" (Q. 17). (Respondents were given a choice of numbers to circle, ranging from "0" through "5 or more". Responses shown are those of students who circled "3", "4", or "5 or more"; in other words, a majority of their teachers.)

(Three or more of my) teachers:

	WHITE	BLACK	TOTAL*
Are friendly to me	75.3 (121)	81.2 (101)	78.4 (245)
Sometimes meet with students outside of class	37.5 (120)	43.6 (101)	40.4 (245)
Respect and get along with students of different races	76.2 (122)	77.0 (100)	77.6 (246)
Give me accurate information and correct answers to questions in class	71.5 (123)	63.0 (100)	68.0 (247)
Really know what they are talking about	72.1 (122)	73.2 (101)	73.7 (247)
Teach me things which help me to get along in the world	54.4 (123)	53.6 (99)	53.5 (245)
Are interesting to listen to	43.6 (124)	50.0 (96)	47.1 (244)
Answer any questions that I may ask	75.6 (123)	68.6 (102)	73.0 (248)
Explain things clearly so that I can understand	58.5 (123)	56.0 (100)	58.0 (245)
Are clear about what they expect in tests and assignments	64.5 (124)	67.3 (101)	66.8 (247)

* Includes 24 Latinos

Table 8 Continued

Get upset if I say something which doesn't agree with what they say	28.3 (124)	32.7 (101)	28.8 (249)
Are willing to listen to my ideas	52.6 (124)	55.4 (101)	53.0 (249)
Are in charge of the class and usually don't have any trouble	59.5 (121)	58.4 (101)	59.1 (244)
Spend a lot of class time making kids behave	30.0 (124)	30.0 (100)	28.7 (247)

Educational Goals and Attainment

This section attempts to discover the relative importance students assign to a variety of educational goals, and their perceptions of how much the school is teaching them in each goal area.

Fourteen general goals of education were selected for presentation for rating by our respondents. Students were asked to indicate for each goal whether they were learning "a lot, a little, or not much." Students were also asked to indicate for each one how much they wanted to be learning, "more, less, or about the same." Thus, the data permit a comparison of what the students want from their schools and what they think they're getting in terms of these goals.

These data have been subjected to further analysis, to be reported elsewhere. Here we discuss only the marginal totals and the student ranking of goals by perceived actual attainment and by wished-for attainment. For purposes of this discussion we will not consider the neutral and negative student responses of "a little" and "not much" since there are no systematic differences among these categories. We will deal with the most positive student responses, "I am learning a lot" in the first item, and "I want to be learning more" in the second item. Tables 9 and 10 present these response distributions. The goals have been divided into subgroups for discussion.

The first subgroup of goals (see Table 9) relates to student aspirations and ambitions; to "get ahead," to prepare for jobs, and to get into college. Only about a third (35.7 per cent) of students say they are learning a lot about getting ahead. Less than half say they are preparing for jobs (45.6 per cent) and preparing for college entrance (42.8 per cent). Black students are a little

more likely to think they are learning a lot about getting ahead and getting into college. White students seem slightly more confident that they are being prepared for jobs. When the relationships between these variables and satisfaction with school are examined, all three emerge as significant correlates in the total secondary student population: getting ahead (r= .18); job preparation (r= .11); and getting into college (r= .25).

The next subgroup, humanist concerns, includes learning to become a better person, to help others, to understand and get along with other people generally and with those of different races and cultures more specifically. Only about half of secondary students say they are learning a lot in these areas: becoming a better person (41.9 per cent); helping other people (41.5 per cent); understanding other people generally (47.4 per cent); and understanding other races specifically (51.4 per cent). In the areas of becoming a better person and helping others, black students are slightly more likely than white students to believe they are learning a lot. Each of these items is significantly correlated with school satisfaction: becoming a better person (r= .13); helping others (r= .14); understanding other people in general (r= .16); and understanding other races (r= .25). Humanistic concerns appear to be related to school satisfaction.

In the skills area are two goals, one dealing with learning basic reading and math skills, the other with preparation for college work. Just over half the students (53.8 per cent) believe they are learning the basic skills. However, only 49 per cent of black students concur, compared to 59 per cent of white students. Only a third (34.9 per cent) of students believe they are being prepared for college-level work. Learning basic skills (r= .14) and college preparation (r= .16) are significant satisfaction correlates.

The next three goals deal with self-development: learning to become a leader, to think independently and to exercise creative abilities. The highest rate of agreement on goal attainment appears on the goal, learning "to think for myself." Close to two-thirds (63.7 per cent) of all students believe their schools are teaching them a lot in this direction. Students are far less likely to think they are developing leadership abilities (20.1 per cent) or creative abilities (29.8 per cent). Whites are more likely to think they are learning about creative abilities. General rating of school experience is significantly related to ratings of how well the school performs in the areas of leadership (r= .24) and creative abilities (r= .20). How much the school does to teach students to think for themselves does not seem to be a factor in their reaction to school.

The last two items, "to make me a better citizen" and "to get along in a fast-changing world," relate to understanding and involvement with the larger society. Black and white students share similar perceptions here. About 40 per cent (38.6) believe they are learning to be better citizens; about 35 per cent (34.8) that they are learning to cope with change. There are no differences between blacks and whites. Again, learning about better citizenship (r= .18) and getting along in the world (r= .16) are important factors in satisfaction.

In summary, how secondary students rate the actual performance of their schools in terms of each of these educational goals is related to how they rate their general school experience. The only exception appears to be how much the school prepares the student to think for himself. Considering the overall pattern, school performance is an important factor in student satisfaction.

A detailed discussion of the ratings of the amount students would like to be learning about the educational areas will not be presented. We note, however, that in every area a majority of secondary students would like to be learning more. (See Table 10). Also we note that a more consistent pattern of differences of opinion between black and white students is found for the second set of items. In all but two of the goal areas, a higher percentage of black students indicate a wish to learn more than they are presently learning. The exceptions are learning "to think for myself" and "to prepare for jobs." In each of these, the difference is slight. A much greater percentage difference is found in response to the goal, learning "to understand and get along with people of different races and cultures." Here 72 per cent of black students wish to learn more; among white students, only 54 per cent agree. Fairly substantial differences also occur in learning "to become a better citizen" and "to prepare me for work I will face in college," again with black students more likely to express a desire to learn.

Finally, only four of the educational expectation items are significant correlates of student satisfaction: to get into college (r= .23); becoming a better citizen (r= .12);helping others (r= .18); and understanding other races (r= .15). What students would like to be learning appears less important for their satisfaction than what they think they are actually learning.

A summary presentation of the differences between what students say they want from schools and what they think they get can be seen from rank orders of these two sets of items.

In Table 11, A, the goals are ranked in order of the percentage of students who perceive them as being attained (learning a lot). It can be seen that, with one exception, only about half or fewer than half of the students see any of

these goals being attained. The single exception is the goal of learning "to think for myself," which a majority of 64 per cent of the students agree is being met.

Quite a different picture emerges in the right-hand column of Table 11,B. This column shows the rank ordering of the same goals by the percentage of students who want to be learning more about each. Here it can be seen that, again with one exception, well over half the students want to be learning more toward each goal.

A comparison of these two rankings indicates that the relative importance assigned by students to things they want from school is different from the importance assigned to things they are getting (rho= - .14). A more detailed analysis of the differences between what students want and what they get will be reported elsewhere.

In summary, we find that, in general, fewer than half the students surveyed would agree they are progressing toward the educational goals listed. They do not seem indifferent to these goals: over half, ranging to 84 per cent of the students, express a desire to learn more about each of them. Black and white student evaluation of progress is roughly similar, but black students are more likely to say they want "more" in all areas. Moreover, we find that their evaluations of what they are actually getting at school are much more likely to figure into their satisfaction with school than what they would like school to provide ideally.

Table 9 SECONDARY STUDENT PERCEPTIONS OF EDUCATIONAL GOAL ATTAINMENT BY RACE

"How much are you learning about each of these things at your school, a lot, a little, or not much?" (Q.22) (Per cents shown are those of students who circled "a lot").

I AM LEARNING A LOT:	WHITE	BLACK	TOTAL*
To get ahead	34.7 (124)	40.6 (101)	36.7 (248)
To prepare for jobs	48.4 (124)	42.2 (102)	45.6 (250)
To get into college	38.7 (119)	47.0 (100)	42.8 (243)
To become a better person	39.5 (124)	47.0 (100)	41.9 (248)
To help other people	37.7 (122)	48.0 (102)	41.5 (248)
To understand and get along with other people	47.2 (123)	48.0 (102)	47.4 (249)
To understand and get along with people of different races and cultures	49.2 (124)	50.5 (99)	51.4 (247)
To give me basic skills, like reading and math	59.3 (123)	49.0 (100)	53.8 (247)
To prepare me for work I will face in college	34.1 (123)	32.4 (102)	34.9 (249)

* Includes 24 Latinos

Table 9 Continued

	WHITE	BLACK	TOTAL
To become a leader	19.5 (123)	23.5 (102)	20.1 (249)
To think for myself	65.0 (120)	66.3 (101)	63.7 (245)
To discover and develop my creative abilities	33.3 (123)	22.8 (101)	29.8 (248)
To make me a better citizen	39.0 (123)	38.0 (100)	38.6 (246)
To get along in a fast changing world	34.7 (124)	35.3 (102)	34.8 (250)

Table10 SECONDARY STUDENT PERCEPTIONS OF CURRENTLY UNMET EDUCATIONAL GOALS BY RACE

"How much would you like to be learning about each of these things in your school, more, less, or about the same?" (Q. 23) (Per cents shown are those of students who circled "more.")

I WOULD LIKE TO LEARN MORE:	WHITE	BLACK	TOTAL*
To get ahead	76.6 (124)	83.5 (103)	80.5 (251)
To prepare for jobs	85.2 (122)	82.5 (103)	83.9 (249)
To get into college	52.1 (121)	74.5 (102)	62.6 (246)
To become a better person	72.7 (121)	76.0 (100)	75.1 (245)
To help other people	69.1 (123)	72.8 (103)	70.8 (250)
To understand and get along with other people	66.4 (122)	67.0 (103)	67.5 (249)
To understand and get along with people of different races and cultures	54.1 (122)	71.8 (103)	61.8 (249)
To give me basic skills, like reading and math	55.4 (121)	62.1 (103)	57.3 (248)
To prepare me for work I will face in college	59.3 (123)	71.8 (103)	64.0 (250)

* Includes 24 Latinos

Table 10 Continued

	WHITE	BLACK	TOTAL
To become a leader	50.4 (121)	55.9 (102)	52.4 (246)
To think for myself	68.0 (122)	63.4 (101)	66.3 (246)
To discover and develop my creative abilities	66.4 (122)	71.8 (103)	68.7 (249)
To make me a better citizen	53.3 (122)	67.0 (103)	59.8 (249)
To get along in a fast changing world	61.8 (123)	67.0 (103)	65.2 (250)

TABLE 11

RANKING BF GOALS BY SECONDARY STUDENTS

A. Ranked by Perceived Attainment
"I am learning a lot"

1. To think for myself (63.7%)
2. To give me basic skills, like reading and math (53.8%)
3. To understand and get along with people of different races and cultures (51.4%)
4. To understand and get along with other people (47.4%)
5. To prepare for jobs (45.6%)
6. To get into college (42.8%)
7. To become a better person (41.9%)
8. To help other people (41.5%)
9. To make me a better citizen (38.6%)
10. To get ahead (36.7%)
11. To prepare me for work I will face in college (34.9%)
12. To get along in a fast-changing world (34.8%)
13. To discover and develop my creative abilities (29.8%)
14. To become a leader (20.1%)

B. Ranked by Wished-for Attainment
"I want to be learning more"

1. To prepare for jobs (83.9%)
2. To get ahead (80.5%)
3. To become a better person (75.1%)
4. To help other people (70.8%)
5. To discover and develop my creative abilities (68.7%)
6. To understand and get along with other people (67.5%)
7. To think for myself (66.3%)
8. To get along in a fast-changing world (65.2%)
9. To prepare me for work I will face in college (64.0%)
10. To get into college (62.6%)
11. To understand and get along with people of different races and cultures (61.8%)
12. To make me a better citizen (59.8%)
13. To give me basic skills, like reading and math (57.3%)
14. To become a leader (52.4%)

Future value of education

An attempt was made to determine the value which secondary students place on their education for their future. Two questions were asked probing different dimensions of value for education.

First, students were asked whether they agreed with the statement, "Most of the time I can't see any connection between going to school and what I'll probably be doing ten years from now." This question was designed to measure the perceived relevance of education to future careers. Table12, A shows that almost one-fourth (23.8 per cent) of all students are "not sure" of their answer. A larger percentage of black students (29.4 per cent) say they are "not sure" than white students (19.7 per cent). These relatively high proportions who were unable to answer this question directly may indicate an unwillingness or inability at this point to think about the future. As evidence for this interpretation, we find that the percentage of "Don't know" responses does decline between junior and senior high school students. Over 28 per cent of junior high students have no opinion as opposed to less than one-fifth (17.2 per cent) of senior high students for whom such issues should be much more relevant. If plans for the future are important for a student's evaluation of relevance of education, our data point to the existence of a substantial minority who are not, for whatever reasons, making these long-range plans.

When those who are not sure are excluded from the base of the calculations (data not presented), slightly less than half of all students (45.5 per cent) agree that what they are doing now bears no relationship to what they will be doing in ten years and just over a half (54.5 per cent) disagree. The distributions among racial sub-groups are the same: 44.9 per cent of whites agree and 45.8

per cent of blacks agree. Therefore, less than one-half of those students who have some notion of their long-range goals see their education as related to those plans; over one-half see their education as not related to what they will be doing in the future. When we examine this distribution controlling both for race and for grade level an even more interesting pattern emerges. It can be

PER CENT WHO SEE NO FUTURE
RELEVANCE TO THEIR CURRENT EDUCATION
BY RACE AND GRADE LEVEL

	WHITES	BLACKS	TOTAL
Junior High	49 (57)	61 (41)	54 (98)
Senior High	44 (41)	26 (31)	36 (72)
Total	45 (98)	46 (72)	45 (170)

seen clearly in the table presented here that the grade level of the students helps determine the amount of relevance he sees in his education. Over half (54 per cent) of junior high students see no relevance as opposed to one-third (36 per cent) of senior high students.

In the marginals, there are no differences between blacks and whites. However, when we inspect the internal cells of the table, we see that the real difference is among blacks. Whites at all grade levels express fairly constant levels of agreement to this item. But blacks in junior high are more than twice as likely as blacks in senior high to see no connection between current education and future career. Blacks in senior high are the most likely of any group to see the relevance of current education.

In contrast to this relatively specific question about future goals, a second more general question about the value of education was also included. Respondents were asked whether they agreed that "The more education a person has

the better able he is to enjoy life." We interpret this statement as more general since it does not include a specific time referent nor does it imply any specific kind of activity. Again, as seen in Table 12.B, almost one-fifth (17.7 per cent) of students are not sure of the relation between education and enjoyment of life. However, the percentage of "Not sures" among blacks (12.9 per cent) is lower than the percentage among whites (20.3 per cent), a reverse of the pattern on the previous question. Students generally and, specifically, black students, seem better able to relate education to enjoyment.

Excluding "Not sures" from the base of the percentages (data not presented) displays an array which indicates general student agreement with the statement. Four-fifths (82.4 per cent) of secondary students agree that the more education a person has the better able he is to enjoy life. In data not presented, we found a difference between junior high and senior high students on this item. Senior high students are slightly less sanguine about the value of education. However, these differences were less marked than in the previous item and there were no racial differences.

Finally, neither of these items are significant correlates of student satisfaction.

TABLE 12 SECONDARY STUDENT ATTITUDES

ABOUT THE FUTURE VALUE OF EDUCATION BY RACE

A. "Most of the time I can't see any connection between going to school and what I'll probably be doing ten years from now." (Q 24.g.)

	WHITE	BLACK	TOTAL*
I'd agree with that	36.1%	32.4%	34.7%
I'd disagree with that	44.3	38.2	41.5
I'm not sure	19.7	29.4	23.8
TOTAL PER CENT	100.1%	100.0%	100.0%
(NUMBER)	(122)	(102)	(248)

* INCLUDES 24 LATINOS

B. "The more education a person has the better he is able to enjoy life." (Q. 24.j.)

	WHITE	BLACK	TOTAL*
I'd agree with that	65.%	72.3%	67.7%
I'd disagree with that	14.6	14.9	14.5
I'm not sure	20.3	12.9	17.7
TOTAL PER CENT	99.9%	100.1%	99.9%
(NUMBER)	(123)	(101)	(248)

* INCLUDES 24 LATINOS

Pontiac as a place to live

Secondary students generally think that Pontiac is a fairly good place to live although a majority of them would live somewhere else if they had the chance. Students were asked about their "feelings about living in Pontiac." Table 13 indicates that almost one-in-five (18.2 per cent) of all students say they "really like Pontiac, and wouldn't mind staying here...;" over one-half (50.8 per cent) say they "like Pontiac, but... would just as soon live somewhere else...;" one-in-five (20.8 per cent) say they "don't like Pontiac too well, and hope to live somewhere else...;" about one-in-ten (10.2 per cent) really hate Pontiac and "can hardly wait to get out." Overall, we see almost seventy per cent (69.0 per cent) expressing generally favorable opinions about Pontiac as a place to live.

White students are substantially less favorable about living in Pontiac than are black students. Less than 60 per cent (58.8 per cent) of whites express positive reactions to the Pontiac community whereas over three quarters (77.8 per cent) of blacks say they like living here. Despite this racial difference, most students would seem to find Pontiac acceptable as a place to live. In addition, how a student feels about his community is reflected in how he feels about school. Liking Pontiac as a place to live is significantly correlated with finding the experience of school a good one (r= .22).

TABLE 13 SECONDARY STUDENT

ATTITUDES TOWARD LIVING IN PONTIAC BY RACE

"WHICH OF THE FOLLOWING STATEMENTS COME CLOSEST TO YOUR FEELINGS ABOUT LIVING IN PONTIAC?" (Q15)

	WHITES	BLACKS	TOTAL*
I really like Pontiac, and wouldn't mind staying here all my life.	16.7%	18.2%	18.2%
I like Pontiac, but I'd just as soon live somewhere else after I'm out of school.	42.1	59.6	50.8
I don't like Pontiac too well, and hope to live somewhere else after I'm out of school.	27.2	15.2	20.8
I really hate Pontiac. I can hardly wait to get out.	14.0	7.1	10.2
TOTAL PER CENT	100.0%	100.1%	100.0%
(NUMBER	(114)	(99)	(236)

* INCLUDES 23 LATINO RESPONDENTS

Perceptions of preferential treatment of students on the basis of race

In our society today, complaints of discriminatory practices and policies are not uncommon. Charges of unfair treatment are regularly lodged against institutions, agencies and individuals by members of one social, political or economic order or another who maintain they were unjustly treated because of some antecedent characteristic they possess. Schools, of course, as social institutions are not immune to such charges.

In this section, we attempt to explore perceptions of preferential or discriminatory treatment of students on the basis of race or background. For this purpose, we designed two linked questions to measure the prevalance and nature of student perceptions of preferred treatment.

First we asked,"Are students at your school treated better because of their race or background?" About one-in-four (26.1 per cent) of the students in our sample answered "Yes," 40.3 per cent answered "No" and one-third (33.6 per cent) gave "Not sure" answers. When we exclude the "Not sure" responses from the distribution (See Table 14.A.), we see that of those students who have an opinion on this question, 39.2 per cent believe that some students are treated better because of racial or background characteristics while 60.8 per cent indicate that this not the case. Further, black students are more likely than white students to claim that discriminatory treatment occurs in their schools. About 46 per cent of blacks report that students are treated better on the basis of race or background. Only 33.0 per cent of white students concur.

Our second question asked students to specify which racial or ethnic group, in their opinion, received better treatment at school. It should be noted that responses to this second question were considered valid only if respondents answered "yes" to the first question "Are students at your school treated better because of their race or background?" As might be expected, white students cite black students as those who receive better treatment, while black students report that white students are treated better. These data are presented in Table 14.8.

The responses to these questions seem to indicate that only a minority of secondary students see students receiving preferential treatment. Most who do observe discrimination in favor of students see it being directed to members of the opposite race. However, in general, students seem to think that the treatment they receive is relatively balanced.

Table 14 SECONDARY STUDENT PERCEPTIONS OF PREFERENTIAL TREATMENT OF STUDENTS ON THE BASIS OF RACIAL/ETHNIC BACKGROUND BY RACE OF RESPONDENT

"Are students at your school treated better because of their race or background?" (Q. 50)

	WHITE	BLACK	TOTAL*
Yes	33.0%	46.6%	39.2%
No	67.0	53.4	60.8
Total	100.0%	100.0%	100.0%
Number	(88)	(58)	(158)

(Not sure responses excluded)

"Which students are treated better at your school?" (Q. 50.A)

	WHITE	BLACK	TOTAL*
Black students are treated better	88.0%	11.1%	47.4%
White students are treated better	12.0	81.5	49.1
Latino students are treated better	0.0	3.7	1.8
Other	0.0	3.7	1.8
Total	100.0%	100.0%	100.0%
Number	(25)	(27)	(57)

* Includes 24 Latinos

Student race relations

In this section of the report we will examine secondary student perceptions of race relations in the schools. The students in our sample were presented a list of ten statements which we suggest are indicators of "how things are going" between black and white students at school. As students read these statements they were asked to indicate whether the statements were true of black and white students "Most of the time," "Often," "Sometimes," or "Almost never." In preparing our list of race relations statements, it was our purpose to present students with a fairly wide range of possible interracial behaviors and interactions; therefore our measures deal with such things as trust, friendship, tolerance, and even open hostility between races. It should also be noted that we attempted to balance our list of indicators so that some of the items, in our opinion, described "poor" relations while others characterized "good" race relations.

In reporting student responses to the race relations items in Table 15, we have collapsed "Most of the time" and "Often" responses into a single category and "Sometimes" and "Almost never" responses into another category.

Relatively few students (18.2 per cent) in our sample characterize black and white students as afraid of each other at school; but at the same time only about 1 in 5 students (22.3 per cent) agree that "black and white students try to understand each others problems" or usually "trust each other" (22.5 per cent).

Thirty-eight per cent of secondary students report that black and white students are usually "suspicious of each other." One-third (33.9 per cent) report that black and white students "avoid each other" often or most of the time.

Forty-two per cent of students perceive that black and white students "like each other;" about an equal number (38.7 per cent) perceive that blacks and whites at school "dislike each other."

One-third of our total sample (33.2 per cent) of secondary students view black and white students as treating each other fairly and learning from each other whereas forty-two per cent report that black and white students "fight each other" most of the time or often.

When the distributions of responses to the race relations items are examined by race of respondent, we find that black students tend to describe intergroup relations at school more positively than white students on eight of the ten items. Particularly large differences appear between black and white perceptions on three of the items: considerably more (15 per cent difference) black students report that "black and white students learn from each other," considerably fewer black students report blacks and whites avoid each other (20 per cent difference) or dislike each other (17 per cent difference).

Several of the intergroup behavior items emerge as significant correlates of student satisfaction. Students who see blacks and whites trying to understand each others problems (r= .21), treating each other fairly (r= .24), learning from each other (r= .16), and liking each other (r= .21) are all more likely to be satisfied with school. Likewise, those students who perceive blacks and whites disliking each other (r= -.13), avoiding each other (r= -.17) and being suspicious of each other (r= -.14) are less likely to view their school experience favorably. How a student views his school seems to be influenced by his perception of interracial relationships.

In addition to asking students about their current perceptions of race relations in the schools, we asked them to speculate about how things would be going between blacks and whites in the coming school year. About one-half

(51.2 per cent) of students answer "Things will stay the same" when asked "The way things are going between blacks and whites in this school, do you think things will be better or worse next year?" Nearly one-third (32.0 per cent) of students think that "Things will get better" and about 17 per cent think that "Things will get worse." (See Table 16)

Black students appear more optimistic than whites about the future of student race relations: 42 per cent of blacks see things becoming better while only about one-fourth (23.5 per cent) of whites anticipate improved race relations.

Table 15 SECONDARY STUDENT PERCEPTIONS OF RACE RELATIONS IN THE SCHOOLS BY RACE OF RESPONDENT

"Black and white students try to understand each others' problems" (Q. 49.A)

	WHITE	BLACK	TOTAL*
Most of the time/often	19.7%	27.0%	22.3%
Sometimes/never	80.2	73.0	77.7
Total Per Cent	99.9%	100.0%	100.0%
(Number)	(122)	(100)	(246)

"Black and white students avoid each other". (Q. 49.E)

	WHITE	BLACK	TOTAL*
Most of the time/often	44.0%	24.5%	33.9%
Sometimes/never	56.1	75.5	66.1
Total Per Cent	100.1%	100.0%	100.0%
(Number)	(123)	(98)	(245)

"Black and white students are suspicious of each other". (Q. 49.G)

	WHITE	BLACK	TOTAL*
Most of the time/often	43.0%	34.0%	37.6%
Sometimes/never	57.1	66.0	62.4
Total Per Cent	100.1%	100.0%	100.0%
(Number)	(121)	(100)	(245)

"Black and white students trust each other." (Q.49.B)

	WHITE	BLACK	TOTAL*
Most of the time/often	20.5%	25.3%	22.5%
Sometimes/never	79.5	74.7	77.6
Total Per Cent	100.0%	100.0%	100.1%
(Number)	(122)	(99)	(245)

* Includes 24 Latinos

Table 15 Continued

"Black and white students like each other." (Q. 49.H)

	WHITE	BLACK	TOTAL*
Most of the time/often	37.7%	45.0%	41.5%
Sometimes/never	42.3	55.0	58.6
Total Per Cent	100.0%	100.0%	100.1%
(Number)	(122)	(100)	(246)

"Black and white students dislike each other."

	WHITE	BLACK	TOTAL*
Most of the time/often	47.2%	30.7%	38.7%
Sometimes/never	52.9	69.4	61.3
Total Per Cent	100.1%	100.1%	100.0%
(Number)	(123)	(101)	(248)

"Black and white students treat each other fairly." (Q.49.D)

	WHITE	BLACK	TOTAL*
Most of the time/often	31.7%	37.0%	33.2%
Sometimes/never	68.3	63.0	66.8
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(123)	(100)	(247)

"Black and white students learn from each other." (Q. 49.F)

	WHITE	BLACK	TOTAL*
Most of the time/often	28.1%	43.9%	34.1%
Sometimes/never	71.9	56.1	65.9
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(121)	(98)	(243)

"Black and white students fight each other," (Q. 49.I)

	WHITE	BLACK	TOTAL*
Most of the time/often	33.3%	35.3%	42.1%
Sometimes/never	66.6	64.7	67.9
Total Per Cent	99.9%	100.0%	100.0%
(Number)			

"Black and white students are afraid of each other," (Q. 49.J)

	WHITE	BLACK	TOTAL*
Most of the time/often	18.5%	19.2%	18.2%
Sometimes/never	81.6	80.8	81.8
Total Per Cent	100.1%	100.0%	100.0%
(Number)	(119)	(99)	(242)

* Includes 24 Latinos

TABLE 16 "The way things are going between blacks and whites in this school, do you think things will be better or worse next year?"

	WHITE	BLACK	TOTAL*
Things will get better	23.5%	42.0%	32.0%
Things will get worse	23.5	12.3	16.7
Things will stay the same	52.9	45.7	51.2
Total Per Cent	99.9%	100.0%	99.9%
(Number)	(102)	(81)	(203)

* Includes 24 Latinos

Integrated education

The 1971 court order which precipitated busing for the purpose of desegregation in Pontiac required that the racial composition in each of the schools reflect proportions of black and white students in the total school enrollment. Presently, this means that racial balance in each of the schools must approximate the 55 per cent majority/45 per cent minority ratio of the general school district membership.

In our survey of secondary students, we gave respondents an opportunity to choose from 5 hypothetical schools with varying racial compositions the one they would most like to attend. The hypothetical schools we presented to students were:

School A: 100% or All White
School B: 75% White; 25% Black
School C: 50% White; 50% Black
School D: 25% White; 75% Black
School E: 100% or All Black

Table 17.A presents the distribution of school choices for the students in our sample. Clearly the most desirable racial mixture for students appears to be one where black and white students are equally represented: 51 per cent of secondary students report that they would, given their choice, attend School C. Two-thirds of black students (65.0 per cent) view 50 per cent white/50 per cent black school enrollment as ideal. About 37 per cent of white students also indicate a preference for such a racial composition.

Twenty per cent of white students and 5 per cent of black students indicate a preference for School B where white students represent a 3 to 1 majority. Sixteen per cent of black students choose School D where black students outnumber white students by a 3 to 1 margin. No white students choose Schools D or E as the schools they would like to attend.

Forty-two per cent of white students and 1 per cent of black students report that they would choose a school attended only by white students. Thirteen per cent of black students, but no white students claim that they would prefer to attend an all black school.

It appears that most Pontiac students would choose to attend schools which are integrated to some degree. By adding the proportions of students selecting Schools B, C and D, we see that 57 per cent of white students and 86 per cent of black students choose racially mixed schools. However, it also appears that a substantial minority of students would choose to attend completely segregated schools. Forty-two per cent of white students report that they would like to attend an all white school; 13 per cent of black students report that they would like to attend an all black school.

To determine whether or not student preferences for integrated or segregated schools bore any relationship to satisfaction with school, we crosstabulated the responses to the school choice question discussed above. In this analysis, we classified students who chose either School A (100% white) or School E (100% black) as those who would opt for a segregated school. Students who selected Schools B, C or D were grouped together as those who would prefer attending integrated schools. Table 17.B presents a breakdown of the responses to the school satisfaction question by these two classifications for our total sample of students. We see that 48.7 per cent of students who would prefer attending an integrated school describe their school experience as "Very good" or "Good," while 42.2 per cent of students who would choose a segregated school rate their school experience as "Very good" or "Good." About 4 per cent of students who would choose integrated schools report that their school experience has been "Bad" or "Very bad." Among students favoring

segregated schools, 15.6 per cent describe their school experience as "Very bad" or "Bad." Thus on the basis of these data we conclude that there appears to be some relationship between student preference for integrated or segregated schools and evaluation of school experience, but it also is clear that this relationship is a rather weak one.

In answer to a related survey item "Black and white students should attend school together," we obtained a rather high proportion of "Not Sure" responses. Abcut 27 per cent of the white and 16 per cent of the black subgroup indicate that they are unsure of how to answer this item. However, when the "Not Sure's" are excluded from the interview base (see Table 17.C) we see that almost 80 per cent of secondary students agree that black and white students should go to school together. Among black students, almost 90 per cent agree while among whites the per cent agreeing is only 67 per cent.

TABLE 17. SECONDARY STUDENT ATTITUDES TOWARD INTEGRATED EDUCATION

A DISTRIBUTION OF RESPONSES TO THE QUESTION "IF YOU HAD YOUR CHOICE WHICH OF THE FOLLOWING SCHOOLS WOULD YOU LIKE TO ATTEND?"

	WHITE	BLACK	TOTAL*
100% WHITE	42.5%	1.0%	22.7%
75% WHITE/25% BLACK	20.0	5.0	14.0
50% WHITE/50% BLACK	37.5	65.0	51.2
25% WHITE/75% BLACK	-	16.0	6.6
100% BLACK	-	13.0	5.4
TOTAL PER CENT	100.0%	100.0%	99.9%
(NUMBER)	(120)	(100)	(242)

B STUDENT RATINGS OF SCHOOL EXPERIENCE BY PREFERENCE FOR INTEGRATED OR SEGREGATED SCHOOL

	WOULD CHOOSE INTEGRATED SCHOOL	WOULD CHOOSE SEGREGATED SCHOOL
VERY GOOD/GOOD	48.7%	42.2%
SO-SO	47.4	42.2
BAD/VERY BAD	3.8	15.6
TOTAL PER CENT	99.9%	100.0%
(NUMBER)	(156)	(64)

C "BLACK AND WHITE STUDENTS SHOULD ATTEND SCHOOL TOGETHER"

	WHITE	BLACK	TOTAL*
AGREE	67.0%	89.1%	79.8%
DISAGREE	33.0	10.8	20.2
TOTAL PER CENT	100.0%	99.9%	100.0%
(NUMBER)	(88)	(83)	(193)

* Includes 24 Latino students

Open housing

Pontiac secondary students appear supportive of the basic principles of open housing. When the 12 per cent of "Not Sure" answers are excluded, above three-fourths of white students and a nearly unanimous 95 per cent of black students agree that "black people should have the right to live in any neighborhood they choose." (See Table 18.A).

Similarly, 71 per cent of white students and almost 96 per cent of black students disagree with the statement "White people should have the right to keep black people from moving into their neighborhoods." (See Table 18.B).

However, both black and white students are less confident that this would be a better country if all neighborhoods were racially integrated. When asked to agree or disagree with the questionnaire item "America would be a better country if all neighborhoods were racially mixed," one-third of our respondents (about 38 per cent of whites and 28 per cent of blacks) reported that they were "not sure." Eliminating the "Not Sures" from our distribution, we see that 78 per cent of blacks and 39 per cent of whites believe that America would benefit if all neighborhoods were racially mixed. (See Table 18.C). Clearly, neighborhood integration is an issue which appeals more to blacks than whites.

TABLE 18. SECONDARY STUDENT ATTITUDES TOWARD OPEN HOUSING

A "Black people should have the right to live in any neighborhood they choose"

	WHITE	BLACK	TOTAL*
Agree	76.7%	95.1%	86.9%
Disagree	23.3	4.9	13.1
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(103)	(98)	(222)

* Includes 24 Latinos

B "White people should have the right to keep black people from moving into their neighborhoods"

	WHITE	BLACK	TOTAL*
Agree	29.0%	4.1%	16.1%
Disagree	71.0	95.8	83.9
Total Per Cent	100.0%	99.9%	100.0%
(Number)	(100)	(96)	(217)

* Includes 24 Latinos

C "America would be a better country if all neighborhoods were racially mixed."

	WHITE	BLACK	TOTAL*
Agree	29.0%	78.1%	59.0%
Disagree	61.0	21.9	41.0
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(77)	(73)	(166)

* Includes 24 Latinos

Student ratings of how well the busing plan has worked

Students in this survey were asked "How well do you think the busing plan has worked in the Pontiac schools this year?" About one-third (33.7 per cent) of students report that the busing plan has worked "Well" or "Very well." An additional 44 per cent rate the busing plan as having worked "O.K." Slightly more than 22 per cent (22.5 per cent) of students report that the busing plan has worked "Poorly" or "Very poorly." (See Table 19).

Nearly all black secondary students (94.5 per cent) indicate that they think the busing plan has worked well, or at least adequately. A majority (61.2 per cent) of white students also see the busing plan as having worked "Very well," "Well" or "O.K." However, a substantial 38.7 per cent of white students think that the busing plan has worked "Poorly" or "Very poorly."

In summary, three-fourths (77.6 per cent) of Pontiac students report that the busing plan has worked "Very well," "Well" or "O.K." However, black students who give the busing plan favorable rating outnumber white students by a margin of 3 to 2.

Finally, secondary student perception of how the busing plan has worked is a significant correlate of student satisfaction (r= .26). Those students who see the busing plan as working well are likely to view their experience in school as a good one; those who think the plan has worked poorly tend to be unhappy with their experience.

Table 19 "HOW WELL DO YOU THINK THE BUSING PLAN HAS WORKED IN THE PONTIAC SCHOOLS THIS YEAR? (Q.52)

	WHITE	BLACK	TOTAL*
Very Well	9.0%	15.4%	11.7%
Pretty Well	16.2	25.3	22.0
O. K.	36.0	53.8	43.9
Poorly	18.0	5.5	11.7
Very Poorly	20.7	--	10.8
Total Per Cent	99.9%	100.0%	100.1%
(Number)	(111)	(91)	(223)

Includes 24 Latinos

Perceived/anticipated effects of busing

Students were asked to agree or disagree with a series of opinion statements reflecting some conceivable effects or outcomes of the busing plan in Pontiac. In the main, responding to these opinion statements required students to make judgements about the impact of busing on two central aspects of the educational system: 1) the quality of education and 2) relationships between white and black students. Tables 20 A through 20 G report the distributions for the items.

Slightly more than one-third (36.8 per cent) of students agree that "busing will provide a better education for all students," while about two-thirds (63.2 per cent) of students disagree. One-half of black students (53.8 per cent) view busing as improving education for all students. Agreement among white students is at a much lower level: only 22 per cent see busing as providing a better education for all.

While over three-fourths (77.6 per cent) of white students disagree that busing will "provide a better education for all students" only 45 per cent agree that the "busing plan will lower standards of education." Only two black students in ten (22.1 per cent) agree that busing will lower educational standards.

Pontiac students are evenly divided in opinion as to whether or not the busing plan will help their chances for a good education: 50 per cent agree that the busing will help and 50 per cent disagree. Here, as elsewhere in this series of measures, black students seem to be more optimistic than white schoolmates. Blacks (67.1 per cent) are almost twice as likely to agree that "The busing plan will help my chances for a good education," as white students (34.1 per cent).

Although 65.9 per cent of white students disagree that the busing plan will help their chances for a good education, an almost exactly equal number (65.0 per cent) disagree that busing will hurt their chances. The majority of black students (72.8 per cent) also disagree that the busing plan will decrease their chances for a good education.

Six-in-ten (58.3 per cent) Pontiac secondary students agree that the "busing plan will increase understanding between black and white students." About 64 per cent of black students anticipate a greater degree of understanding among students of different races; 53 per cent of white students predict increased racial understanding.

About two-thirds (67.3 per cent) of white students anticipate increased physical hostility among blacks and whites at school. Only about one-third (36.3 per cent) of black students see "more fights between black and white students" as a result of the busing plan.

Forty-two per cent of secondary students agree that "the busing plan will make Pontiac a better community." Twice as many black students as white students expect that busing will have a beneficial effect on the Pontiac community at large: 57.9 per cent of black students and 28.3 per cent of white students, respectively, agree with the statement "the busing plan will make Pontiac a better community." When the relationship between secondary student attitudes toward the busing plan and their general satisfaction with school is examined, two busing items emerge as significant correlates of student satisfaction. Those students who think the busing plan will help their chances for a good education ($r = -.21$) and increase understanding between blacks and whites ($r = -.15$) are more likely to think their experience in school has been a good one.

Table 20 STUDENT PERCEPTIONS OF EFFECTS OF BUSING PLAN BY RACE

A. "The busing plan will provide a better education for all students." (Q. 51.A)

	WHITE	BLACK	TOTAL*
Agree	22.4%	53.8%	36.8%
Disagree	77.6	46.2	63.2
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(98)	(78)	(193)

B. "The busing plan will lower standards of education." (Q.51.E)

	WHITE	BLACK	TOTAL*
Agree	44.9%	21.1%	32.8%
Disagree	55.1	78.9	67.2
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(98)	(76)	(189)

C. "The busing plan will help my chances for a good education." (Q.51.F)

	WHITE	BLACK	TOTAL*
Agree	34.1%	67.1%	50.0%
Disagree	65.9	32.9	50.0
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(85)	(70)	(172)

* Includes 24 Latinos

Table 20 Continued

D. "The busing plan will hurt my chances for a good education." (Q.51.D)

	WHITE	BLACK	TOTAL*
Agree	35.0%	27.2%	30.7%
Disagree	65.0	72.8	69.3
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(97)	(81)	(199)

E. "The busing plan will increase understanding between black and white students." (Q. 51.G)

	WHITE	BLACK	TOTAL*
Agree	52.6%	63.9%	58.3%
Disagree	47.4	36.1	41.7
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(95)	(72)	(180)

F. "The busing plan will cause more fights between black and white students." (Q.51.B)

	WHITE	BLACK	TOTAL*
Agree	67.3%	36.3%	52.1%
Disagree	32.7	63.7	47.9
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(98)	(80)	(194)

G. "The busing plan will make Pontiac a better community." (Q.51.C)

	WHITE	BLACK	TOTAL*
Agree	28.3%	57.9%	42.2%
Disagree	71.7	42.1	57.8
Total Per Cent	100.0%	100.0%	100.0%
(Number)	(92)	(76)	(185)

* Includes 24 Latinos

Secondary student attitudes and sex differences

The attitudes of secondary students were examined by sex of the respondent. The results of these comparisons, where differences are significant, are reported in Table #1. We see that sex makes a difference on only seven of the items; on all others, males and females are in substantial agreement. Males are more likely to agree that there are plenty of extra-curricular activities and to see themselves as part of the "leading crowd." In terms of evaluations of school performance, females see themselves as learning more about helping other people, understanding and getting along with other races and cultures; males think they are learning more about becoming a leader. On only one item do males and females differ on evaluating what they would like to be learning: females would like to be learning more about helping others. Students of both sexes agree on their perceptions of school race relations with the exception that males see avoidance between black and whites as relatively frequent behavior.

In our examination of sex differences, then, we find relatively few disagreements between males and females. What disagreements we do find do seem to conform to our general notion of the different interests of males and females. However, in general, students do not seem to relate differentially to schools on the basis of their sex.

TABLE 21. MEAN SCORES ON SELECTED ITEMS OF SECONDARY STUDENT ATTITUDE SURVEY BY SEX GROUP

	MALE	FEMALE	t
There are plenty of extra-curricular activities.	.73	.55	2.57
Respondent sees him/herself as part of the leading crowd.	.41	.25	2.33
Respondent is learning to help other people.	1.96	1.62	3.61
Respondent is learning to get along with people of different races and cultures	1.82	1.59	2.32
Respondent is learning to become a leader	1.59	1.79	2.02
Respondent is learning to help other people	1.47	1.30	2.10
Respondent sees black and white students avoid each other.	2.58	2.89	2.52

Secondary student attitudes and grade level differences

A final series of comparisons were performed on the attitude items involving students in junior high schools and students in senior high schools. The items which yielded significant differences between these groups are presented in Table 22. Junior high school students are significantly more likely than senior high students

- to value the importance of good grades for their personal satisfaction and their future success
- to think more of their teachers are interesting and spend a considerable amount of time controlling classes
- to believe they are learning more about leadership and helping other people
- to see no connection between their education and future job but to see a relationship between their education and enjoyment of life
- to perceive interracial fighting as common behavior among student

Senior high students are significantly more likely than junior high students

- to believe there are abundant extra-curricular activities
- to view more of their teachers able to exercise control over their classes
- to say they would like to be learning more about jobs and getting along in a fast changing world
- to rate the operation of the busing plan more favorably

Overall, then, these differences seem to indicate that senior high students tend to be slightly more pragmatic in their outlook than do students in junior high. Since senior high students are closer to the end of their secondary school experience, these concerns are to be expected. However, there are relatively few attitude items which separate junior and senior high students.

TABLE 22. MEAN SCORES ON SELECTED ITEMS OF SECONDARY STUDENT ATTITUDE SURVEY BY GRADE LEVEL

	JUNIOR HIGH SCHOOL	SENIOR HIGH SCHOOL	t
Respondents see importance of good grades for their own satisfaction.	1.40	1.61	2.37
Respondents see importance of good grades for kind of job they want to get.	1.43	1.66	2.09
There are plenty of extra-curricular activities.	.58	.75	2.47
Teachers are interesting to listen to	2.55	2.16	1.97
Teachers are in charge of the class and usually don't have any trouble	2.59	3.10	2.31
Teachers spend a lot of class time making kids behave.	2.04	1.21	4.21
I am learning to become a better person.	1.68	1.94	2.65
I am learning to become a leader.	2.13	2.34	2.28
I am learning to help other people.	1.72	1.93	2.11
Respondent would like to learn more to prepare for jobs.	1.31	1.11	2.59
Respondent would like to learn more about getting along in fast changing world.	1.56	1.32	2.63
Respondent can't see any connection between going to school and what he/she will be doing ten years from now.	.52	.36	2.22
Respondent sees the more education a person has the better he is able to enjoy life.	.87	.74	2.45
Respondent sees black and white students fight each other.	2.69	2.98	2.33
Respondent sees busing plan has worked very well.	3.03	2.64	2.65

Summary

In general, secondary students appear to be satisfied with the structure and personnel of their schools. Secondary students accept rating by the school as important both now and in the future and tolerate school controls as reasonable and school adults as non-threatening. However, we find student participation in school limited primairly to classroom activities and students generally powerless to change important aspects of the schools. In addition, students rate various aspects of school performance somewhat less positively than their overall level of satisfaction would indicate.

School personnel are favorably viewed by the majority of secondary students. Teachers are seen as personable, responsive and respectful to students. Moreover, most are rated as knowledgeable in their subject areas. The ability of teachers to sustain student interest with relevant information is not as highly endorsed. We find that positive evaluation of each measure of teacher behavior is a correlate of student satisfaction.

In the area of race relations and busing, secondary students do not perceive racial discrimination in their schools and are generally supportive of integration of both schools and neighborhoods. A majority perceive that the busing plan is working adequately in their own schools and that it will neither harm nor help their own education. However, although most students agree that interracial behavior has improved, they are less certain of attitudinal changes

In conclusion, then, we find secondary students to be happy with their situatio although they do identify areas where there should be improvement. By using one measure of satisfaction, we note that certain aspects of the school environment are important in producing a good fit between the individual student and his school. Our analysis indicates that these aspects may differ by race of the student (see Appendix). Further analysis is necessary before we can specify in detail the importance of the goodness of this fit for academic performance.

APPENDIX

Correlates of satisfaction

Throughout this report we have noted the correlations of the various items with our measure of school satisfaction. In this section we will summarize these relationships and present racial breakdowns. A word on the interpretation of the coefficients: our measure of satisfaction is coded so that lower numerical values are assigned to positive responses and higher values to negative ones. Therefore if satisfaction is correlated with a measure which has a reverse scale of values, even though the relationship is conceptually positive, it will be numerically negative. This will be especially noted for items whose answers are agree-disagree. These items were coded so that agree was given a value of "1" and disagree "0". Consequently, if satisfaction is positively associated with agreement to such an item, the value of the product-moment correlation will be negative. The text will endeavor to make clear the nature of the conceptual relationship; the data presented in Appendix Table 1 will indicate the magnitude of the relationship.

School issues

The first series of items presented are those which are involved in the rather restricted environment of the school itself. These items are grouped for convenience into several categories on the basis of their face validity.

A. Grades. Not only the actual grades which students receive (as measured by unverified respondent self-reports) but also the broader contexts of these grades in students' lives seem to be important correlates of student satisfaction. Among the total sample of secondary students, the higher last year's final grades the more favorably students view their school experience ($r=.15$). However, a much stronger positive relationship appears between satisfaction and the importance of grades to the student's personal

satisfaction (r=.31) and the relation students see between grades and future career goals (r=.29). When racial sub-samples are examined, we see that grades are really only a factor in the satisfaction of white students. Only on the very instrumental dimension of future jobs does the correlation among blacks approach the magnitude of the relationship among whites. But even in this case sampling error does not allow us to rule out the possibility that satisfaction and importance of grades for jobs are unrelated in the population of black students. Therefore, grades and ratings of their importance are factors in student satisfaction among whites but we must look elsewhere for correlates of black student satisfaction.

B. Responsiveness of schools. Two questions measured secondary students' perceptions of the extent to which the environment of the school reflects their own views and needs. Satisfaction with school is significantly correlated with the belief that rules for students do make sense (r=.21) in the total sample; that is, those students who disagree that rules are senseless or arbitrary are more satisfied with the experience of school. Although feeling that they can change things is slightly associated with more favorable attitudes about school in general, the magnitude of this relationship is not significant. However, among white students, both these items are significant correlates; among blacks neither are important. Again, correlates of white student satisfaction appear different from correlates of black satisfaction.

C. After school activities. For secondary students in our sample, neither actual participation in nor evaluation of after school activities are significant correlates of student satisfaction.

D. School adults. Four questions were asked probing student perceptions of the reaction of school adults to complaints by students. Secondary

students who thought they could accomplish something by talking things over with school adults are significantly more likely to describe their experience at school favorably (r= -.23). The same relationship holds among blacks (r= -.24) and whites (r= -.30). Moreover, how students evaluate the outcome of a serious complaint is also significantly correlated with their rating of satisfaction (r=.22). This pattern only holds among whites (r=.25) when racial subpopulations are examined. How students are treated after complaining and actual incidence of complaining are not significantly related to student satisfaction.

E. Social relations with peers. Students' reactions to school derive in part from relationships with peers and friends. Having a chance to meet new friends or being part of the "leading crowd" do not seem to be related to how favorably students view their schools. However, having a chance to socialize with friends is significantly associated with being satisfied with school not only in total population (r=.27) but also among whites (r=.26) and blacks (r= .31). Therefore, where students stand in peer hierarchies or the chance to make new friends do not seem to be related to satisfaction but for all secondary students the opportunity to socialize is related to favorable attitudes toward general school experience.

F. Teachers. Secondary students were asked to indicate the number of their teachers who displayed various kinds of behavior. The number rated by each student for each item of teacher behavior was then correlated with how favorably the student rated his school experience. Every characteristic of teacher behavior examined is significantly correlated with student satisfaction in the total secondary student sample except the number of teachers who spend a lot of class time making kids behave. Favorable ratings of

schools are associated with high numbers of teachers who are willing to listen to students' ideas (r= -.22), who explain things clearly (r= -.23), who respect students of all races (r= -.26), who are interesting to listen to (r= -.29), who really know what they are talking about (r= -.20), who are in charge of the class (r= -.23), and who are "friendly" (r= -.21). Slightly less strongly correlated are the numbers of teachers who teach things which students see as helpful in getting along in the world (r= -.19), who answer any questions asked (r= -.15), who give accurate information (r= -.11), who are not upset by disagreement (r= .12), who meet with students outside of class (r= -.14), and who are clear in their expectations (r= -.11). Significantly more teacher characteristics are correlates of white student satisfaction than are factors in black student satisfaction. For black students, the only characteristics of teachers which seem to be related to satisfaction are the numbers of their teachers who are interesting to listen to (r= -.20), who are in charge of class (r= -.25), who are "friendly" to students (r= -.18), and who meet with students outside of class (r= -.23). In general, then, white student satisfaction is much more related to teacher behavior than is satisfaction among black students.

G. Ratings of educational performance. All ratings of the performance of schools in various areas are significantly associated with student satisfaction. Students are more likely to be favorable about school if they think they are learning a lot about getting ahead (r= .18), job preparation (r= .11), becoming a better person (r= .13) or citizen (r= .18), understanding other people (r= .16), getting into college (r= .25) or preparing for college work (r= .16). Moreover, acquiring basic skills (r= .14), getting along in the world (r= .16), becoming a leader (r= .24), developing creative abilities (r= .20), helping others (r= .14) and understanding

other races (r= .25) are also significant correlates of student satisfaction. Whites rate learning about thinking for themselves, basic skills, becoming a better citizen, getting into college, discovering creative abilities and helping others as more important in satisfaction than black students. For blacks, understanding other people, becoming a leader and getting ahead are stronger factors in their satisfaction than for whites. Among all students, learning more about understanding other races is associated with greater satisfaction.

H. Educational expectations. Students were asked to rate how much they would like to be learning about the areas listed in the previous section. The desire to learn more about the following areas is associated with greater satisfaction: getting into college (r= .23), helping others (r= .18), understanding other races (r= .15), and becoming a better citizen (r= .12). Educational goals are much more important for white student satisfaction than for black student satisfaction. No educational goal item emerges as a significant correlate of satisfaction among the black students sampled.

I. Future value of education. Only satisfaction among white students is associated with seeing some connection between school and the future (r= .24) and the belief that enjoyment of life increases as does one's education.

School issues: Summary.

Several school issues appear as significant correlates of student satisfaction as measured by student ratings of the favorableness of their school experience. However, these issues appear markedly more important for white students than for black students.

Race relations and busing issues

In addition to school related issues, a series of questions was asked about secondary student perceptions of relations between the races in school and attitudes about the busing of school children. This section will report on the relationships between these items and rating of school experience (Table 22).

A. Race relations. A clear majority of a series of items characterizing the behavior of blacks and whites toward each other emerge as significant correlates of school satisfaction. In the total sample of secondary students, those who think that blacks and whites try to understand each others problems (r= .21), do not dislike each other (r= -.13), trust each other, do not avoid each other (r= -.17), learn from each other (r= .16), are not suspicious of each other (r= -.14) and like each other (r= .21) tend to give more favorable ratings of their school experience. More of these items are correlates of satisfaction among whites than among blacks. Therefore, it seems that attitudes toward race relations are important elements in broader judgments about school, especially for white secondary students.

B. Preferential treatment. For all secondary students, whether black or white, the perception that some students get preferred treatment because of their race is associated with less favorable reactions to school (r= .28). It is not surprising that those who feel that race is not a factor in treatment of students are more positive about schools in general.

C. Busing issues. A series of questions was asked which related specifically to busing. When all secondary students are considered, disagreeing that

busing would hurt chances for a good education (r= .13) and would lower educational standards (r= .13) emerge as correlates of satisfaction. It is interesting to note that whites are more likely to be favorable to school if they think busing will not hurt their chances for a good education (r= .29) whereas blacks who think busing will hurt their chances are more favorable (r= -.26). This pattern may reflect the different meanings assigned to busing in the black and white communities. Whites who see busing as taking something away from them are not likely to be favorably disposed to schools who institute busing; blacks who see busing as providing something which they have been lacking seem to react oppositely. The importance of busing to student satisfaction is also reflected in the significant correlations between ratings of school experience and belief that busing will help chances for a good education (r= -.23), increase understanding between blacks and whites (r= -.13), and the evaluation of the operation of the busing plan during the previous year (r= .29). However, these issues are more associated with satisfaction among white students than among black students.

Race relations: Summary

In general, we find several issues involving relations between racial subgroups in the secondary student population associated with ratings of school. With few exceptions, white satisfaction is more dependent upon these issues than is black satisfaction.

TABLE 21
CORRELATES OF SECONDARY STUDENT SATISFACTION
(PEARSON CORRELATION COEFFICIENTS)[1] BY RACE OF STUDENT

SCHOOL ISSUES	TOTAL	WHITE	BLACK
A. GRADES			
a. final grades in school last year (Q 7)	.15* (232)	.23** (116)	.03 (93)
b. importance of getting tood grades to personal satisfaction (Q 31)	.31*** (227)	.46*** (114)	.01 (90)
c. importance of good grades to future job (Q 32)	.29*** (213)	.38*** (101)	.23 (89)
B. RESPONSIVENESS OF SCHOOLS			
a. rules make no sense (Q 16e)	.21*** (196)	.34*** (98)	.17 (80)
b. student have chance to change things (Q 16g)	-.12 (188)	-.22* (93)	-.04 (80)
C. AFTER SCHOOL ACTIVITIES			
a. number of after school activities participated in (Q 10)	.00 (233)	-.09 (118)	.10 (91)
b. there are plenty of extra-curricular activities (Q 16b)	-.04 (179)	-.09 (84)	-.09 (77)
c. there is enough variety in the athletic program (Q 16f)	-.11 (180)	-.19* (91)	-.05 (70)
D. SCHOOL ADULTS			
a. adults at school would act if student complained (Q 25)	-.23*** (163)	-.30** (87)	-.24* (62)
b. reaction to student after complaint (Q 26)	.01 (245)	-.04 (121)	.15 (97)
c. outcome at school after complaint (Q 27)	.22** (164)	.25** (89)	.15 (56)
d. frequency of talking with school adults about complaints (Q 28)	.03 (245)	-.01 (122)	.07 (96)

1 * Significant at .05
** Significant at .01
*** Significant at .001

SCHOOL ISSUES (Continued)

		TOTAL	WHITE	BLACK
E.	SOCIAL RELATIONS WITH PEERS			
	a. chance to meet new friends at school (Q 16d)	-.06 (231)	-.15 (117)	.11 (88)
	b. no time to meet with friends during school (Q 16h)	.27** (221)	.26** (112)	.31** (88)
	c. part of leading crowd (Q 33)	-.03) (218)	.03 (110)	-.16 (87)
F.	TEACHERS (Q 17)			
	a. willing to listen to students ideas	-.22*** (235)	-.33*** (118)	-.06 (93)
	b. teach things helpful in getting along in the world	-.19** (230)	-.28*** (117)	-.06 (90)
	c. explain things clearly	-.23*** (230)	-.33*** (117)	-.09 (91)
	d. respect and get along with students of different races	-.26*** (231)	-.36*** (116)	-.11 (91)
	e. interesting to listen to	-.29*** (229)	-.36*** (118)	-.30 (87)
	f. answer any question asked	-.15* (233)	-.22** (117)	-.05 (93)
	g. accurate information in class	-.11* (235)	-.23** (117)	.05 (92)
	h. really know what they are talking about	-.20*** (232)	-.33*** (116)	.02 (92)
	i. upset by disagreement	.12* (234)	.22** (118)	.02 (92)
	j. in charge of class	-.23*** (230)	-.20* (116)	-.25** (92)
	k. friendly to me	-.21*** (232)	-.21* (117)	-.18* (92)
	l. Meet with students out of class	-.14* (230)	-.05 (114)	-.23* (92)
	m. clear in expectations	-.11* (233)	-.06 (118)	-.10 (93)
	n. spend class time making kids behave	.07 (233)	.03 (118)	.08 (92)

SCHOOL ISSUES (Continued)

C. RATING OF EDUCATIONAL PERFORMANCE (A 22)	TOTAL	WHITE	BLACK
a. get ahead	.18** (232)	.15 (118)	.21* (91)
b. job preparation	.11** (234)	.13 (118)	.01 (92)
c. become better person	.13* (232)	.13 (118)	.14 (90)
d. understand other people	.16** (233)	.10 (117)	.26*** (92)
e. think for self	.08 (229)	.18* (114)	-.03 (91)
f. basic skills, reading and math	.14* (232)	.15* (117)	.11 (91)
g. better citizen	.18** (230)	.28*** (117)	.09 (90)
h. get into college	.25*** (227)	.31*** (113)	.11 (90)
i. get along in world	.16** (234)	.16* (118)	.14 (92)
j. prepare for college work	.16** (233)	.10 (117)	.16 (92)
k. become leader	.24*** (233)	.20* (117)	.32*** (92)
l. discover and develop creative abilities	.20*** (233)	.26** (117)	.10 (92)
m. help others	.14 (232)	.16* (116)	.08 (92)
n. understand other races	.25*** (233)	.24** (118)	.27** (91)
E. EDUCATIONAL EXPECTATIONS (Q 23)			
a. get ahead	.02 (235)	.12 (118)	-.01 (93)
b. job preparation	.02 (233)	.11 (116)	-.12 (93)

SCHOOL ISSUES (Continued)

	TOTAL	WHITE	BLACK
c. become better person	-.00 (231)	-.08 (116)	.02 (91)
d. understand other people	.01 (233)	.05 (116)	-.09 (93)
e. think for self	.04 (230)	.11 (116)	-.03 (91)
f. basic skills, reading and math	.10 (232)	.18* (115)	.01 (93)
g. better citizen	.12* (233)	.21* (116)	-.00 (93)
h. get into college	.23*** (231)	.30*** (115)	.08 (93)
i. get along in world	.02 (234)	-.05 (117)	.11 (93)
j. prepare for college work	.01 (234)	.08 (117)	-.08 (93)
k. become leader	.09 (231)	.10 (116)	.12 (92)
l. discover and develop creative abilities	-.00 (233)	-.11 (116)	.15 (93)
m. help others	.18** (234)	.25** (117)	.05 (93)
n. understand other races	.15** (233)	.12 (116)	.17 (93)
I. FUTURE VALUE OF EDUCATION			
a. No connection between current schooling and future (Q 24g)	.12 (183)	.24* (95)	-.06 (67)
b. More education a person has the better able to enjoy life (Q 24j)	-.10 (192)	-.26** (93)	.10 (79)

RACE RELATIONS AND BUSING ISSUES	TOTAL	WHITE	BLACK
A. RACE RELATIONS: Black and white students (Q. 49)			
a. try to understand each others problems	.21*** (233)	.29*** (118)	.08 (91)
b. trust each other	.07 (231)	.23** (117)	-.23** (90)
c. dislike each other	-.13* (233)	-.16* (118)	-.07 (91)
d. treat each other fairly	.24*** (233)	.30*** (118)	.12 (91)
e. avoid each other	-.17** (233)	-.26** (118)	.09 (91)
f. learn from each other	.16** (229)	.11 (116)	.19* (89)
g. are suspicious of each other	-.14* (232)	-.24** (117)	.04 (91)
h. like each other	.21*** (232)	.30*** (117)	.04 (91)
i. fight each other	-.06 (232)	-.16* (118)	.08 (90)
j. are afraid of each other	-.07 (229)	-.06 (115)	-.01 (90)
B. PREFERENTIAL TREATMENT			
a. students treated better because of their race or background (Q. 50)	.28*** (150)	.27** (85)	.27* (53)

C. BUSING ISSUES	TOTAL	WHITE	BLACK
EFFECTS (Q. 51)			
a. provide better education for all	-.09 (184)	-.16 (93)	-.00 (73)
b. cause more fights between blacks and whites	.04 (183)	.07 (93)	-.08 (73)
c. make Pontiac better community	-.08 (235)	-.07 (118)	-.15 (93)
d. hurt chances for good education	.13* (189)	.29** (91)	-.26* (76)
e. lower educational standards	.13* (179)	.15 (52)	-.06 (71)
f. help chances for good education	-.23** (163)	-.27** (80)	-.04 (65)
g. increase understanding	-.13* (170)	-.15 (90)	.06 (67)
EVALUATION (Q. 52) How well busing plan worked this year	.29*** (212)	.32*** (107)	.13 (117)